REPORT RESUMES

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COOPERATIVE OFFICE EDUCATION--SUGGESTED PROCEDURES FOR ORGANIZING, CONDUCTING, COORDINATING, INSTRUCTING.

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GUIDELINES AND SUGGESTIONS ARE GIVEN FOR A TERMINAL COURSE OFFERED DURING THE SENIOR YEAR OF HIGH SCHOOL IN WHICH THE STUDENT GOES TO SCHOOL ONE-HALF TIME AND WORKS ON THE JOB ONE-HALF TIME. THE STENOGRAPHIC, CLERICAL, AND BOOKKEEPING AREAS ARE EMPHASIZED. SECTIONS INCLUDED ARE (1) INITIATING THE PROGRAM, (2) LOCAL PROBLEMS, (3) RESPONSIBILITIES OF THE COORDINATOR, (4) THE COOPERATIVE OFFICE EDUCATION CURRICULUM, (5) WORK STATION PROBLEMS, (6) PUBLIC RELATIONS, AND (7) EVALUATION CRITERIA. THE APPENDIX INCLUDES SAMPLE PROGRAM AGREEMENT FORMS, WORK REPORTS, RATING SHEETS, COOPERATIVE OFFICE EDUCATION TERMS, A SCHEDULE OF DUTIES OF THE COORDINATOR, AND A BIBLIOGRAPHY. (PS)

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COOPERATIVE OFFICE EDUCATION

Suggested Procedures for
Organizing, Conducting,
Coordinating, Instructing

BULLETIN # 1

State of Ohio - DEPARTMENT OF EDUCATION
E. E. Holt, Superintendent of Public Instruction

Division of Vocational Education
Business & Office Education Service
In cooperation with The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COOPERATIVE OFFICE EDUCATION

Suggested Procedures for Organizing, Conducting, Coordinating, Instructing

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FOREWORD ---

In this bulletin on methods of organizing, conducting, and coordinating a program of Cooperative Office Education, we undertake to give to the local schools guidelines and suggestions for improving Office Education to meet the needs of the youth planning on entering the office occupations and who will benefit from the program.

Cooperative Office Education is now a firm part of the Business & Office Education program of Ohio with both Ohio and federal recognition. It is our hope that this bulletin will aid the local schools in establishing better relations with business, improving their programs, and broadening their offerings to their youth.

We hope that the office education teachers of Ohio will find this material of assistance to them in inaugurating, building, and developing a broad approach to their school programs.

Byrl R. Shoemaker

Byrl R. Shoemaker, Director
Vocational Education

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1

INITIATING
the
C.O.E.
PROGRAM

I. PRELIMINARY ACTIVITIES

Usually the Cooperative Office Education program is initiated by an interested business teacher who sees the need for it both from the school and the community viewpoint. In some instances, administrators or businessmen have been responsible for starting a program. However, administrators and school boards probably will be more responsive if the idea originates with school personnel.

A great deal of enthusiasm on the part of business teachers in a school is an absolute prerequisite for success in initiating the program. Extremely important, also, is the understanding and cooperation of guidance personnel and the rest of the school faculty along with strong support from the administration.

A. Teacher's Personal Survey

The business teacher who is anxious to establish COE will probably conduct a short, personal survey to see whether or not there is interest among businessmen, community leaders, and the school faculty. This survey will be limited in scope, probably to friendly contacts of the teacher; but it will give some idea of the general reaction to the plan. A full-scale survey will come later if this first personal survey shows that people are interested.

B. Inquiry to Ohio State Department of Education

In order to qualify for approval under the official COE program, a preliminary application must be made on a form provided by the State Department of Education. The teacher or administrator who initiates the program in his school will wish to write for this form and for other information to Business Education Service, Division of Vocational Education, State Department of Education, 65 South Front Street, Room G 17, Columbus, Ohio, 43215.

The application form cannot be completed until community and school surveys have been made. It would be advisable to ask also for information concerning the status of reimbursement to the school district for the COE program.

C. Consideration of General Requirements for Approval by State

1. Size of school--school must have population of at least 240 students in grades 9 through 12 to qualify for state approval. This is a minimum size for high schools of first-class charters.
2. Size of each COE class--such a class must include at least 15 students and not more than 25.
3. Size of employment area--a minimum of 30 job stations should be available.
4. A qualified instructor-coordinator must be available. (Detailed requirements listed in State Department material.)

II. PRE-SURVEY PUBLICITY

The preliminary personal survey made by the business teacher will probably determine the need for selling the COE program idea to businessmen and the community as a whole. Probably some sort of explanation of the program to a fairly large number of business and community leaders will be necessary. Such publicity should make it possible to conduct the full-scale community-wide survey more quickly and with less confusion.

A. Plan a Meeting (dinner, service club, or other)

1. Invite owners of business, personnel and office managers; representatives of service clubs, Chamber of Commerce, retail merchants association; members of school board, school administrators, school faculty; local newspaper people; PTA officers.
2. Include particularly leaders of any active local labor groups.
3. Use school facilities if possible for this meeting.

4. Plan a short, informative program.
    a. Talk by State Supervisor of Business Education
    b. Film
    c. Talks or short comments by coordinators of programs in other schools
    d. Allow time for questions from guests
    e. Stress advantages to community and students and business (See Appendix E)
    f. Stress need for cooperation in making community survey
    g. Pass out brochures prepared by the State Department including name of the school and of the coordinator (if already appointed) and their telephone numbers.

B. Plan a School Orientation Program

1. Display literature on COE.
2. Have COE coordinators from other schools speak to student groups.
3. Form a faculty committee to investigate objections to program on part of faculty if there are objections.
4. Work with Guidance Department in order that they will understand the program and can counsel with students and parents concerning it.
5. Prepare mimeographed hand-out sheets for students to take home.

C. It may be advisable to have a survey committee of businessmen, teachers, and community organization leaders appointed before the full-scale community survey is conducted.

1. This is a good method of obtaining the cooperation of the business community.
2. Representatives of school administration, local Chamber of Commerce, various service clubs are usually glad to give advice and help on the make-up of such a committee.

III. THE COMMUNITY SURVEY

If the preliminary short survey, a study of State Department information, and reaction to a public meeting indicate at least the possibility of establishing a local COE program, the next step is a full-scale community survey.

A. Planning the Survey

1. Secure permission for making the survey from superintendent and school board and ask that a committee be authorized to plan and conduct it.
2. Appoint a committee; elect a director. Business teachers in a school could serve as committee, along with AMS, Chamber of Commerce, or service club representatives.
3. Secure a sponsor. A particular local organization (service club, C of C) may offer to sponsor survey. This is a good method of insuring cooperation of local business firms. Another possibility is to have several organizations act as co-sponsors.
4. Prepare a budget of probable expenses.
    a. Teachers should not be expected to underwrite this expense.
    b. Local sponsor may offer to provide money.
    c. Walters says logical group to underwrite is local school board since ultimate aim is to improve education in the community.[1]
5. Determine scope of survey.
    a. Hampton says following information is needed about the community:[2]
        1) population
        2) number of businesses
        3) kinds of businesses
        4) location of businesses (transportation problems)
        5) total city employment (job classifications or employee titles)
    b. The same source suggests that the survey section on local business should include:
        1) number of businesses willing to place work experience students
        2) seasonal slack problem and extra help for holidays
        3) racial problems
        4) how businesses plan to cooperate in student selection
        5) number of employees and types of work available

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[1] Walters, R. G., Community Survey, Monograph 58, South-Western Publishing Company, 1942.

[2] Hampton, Robert E., "The Work-Experience Training Program--Its Need, Its Promotion, and Its Establishment," Balance Sheet, November, 1955, pp. 102-108.

    - 6) training offered by each business
    - 7) number of work-experience jobs available in each business and duties involved on these jobs
    - 8) number of part-time employees who are not students
    - 9) amount of experience and advanced training offered to work-experience students who stay on job after graduation
  - c. According to Hampton, the following information should be included in the school survey section:[1]
    - 1) enrollment
    - 2) junior and senior enrollment
    - 3) number of students interested in COE
    - 4) number of students working on part-time jobs and their duties on their jobs
    - 5) number going to college
    - 6) number expecting to get jobs after high school graduation
    - 7) follow-up of last year's graduates
- 6. Determine sources of information.
  - a. Chamber of Commerce may be able to furnish community business statistics.
  - b. School records will furnish much information in school section.
- 7. Choose method of obtaining information from businesses.
  - a. Personal interview
  - b. Questionnaire
  - c. Combination of above
  - d. Interview method considered best if workers available
    - 1) Interviewer can give oral explanation of purpose of survey and can make questions clear.
    - 2) People give more consideration to personal interview than to mailed questionnaire.
    - 3) The personal interview gives the interviewer a chance to obtain an on-the-spot impression of the business.
- 8. Prepare forms to be used.
  - a. They must be simple.
  - b. They must be brief.
  - c. Questions must be simple and objective. Walters says, "Whenever possible, questions that require the writing in of answers should be avoided."

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[1] Hampton, Robert E., "The Work-Experience Training Program--Its Need, Its Promotion, and Its Establishment, Balance Sheet, November, 1955, pp. 102-108.

- d. Terms should be simple--avoid technical and educational terminology.
- e. Occupational classifications used should be standard--refer to Dictionary of Occupational Titles published by U. S. Employment Service.
- f. Sample survey forms can be obtained from Business & Office Education Service, State Department of Education.

9. Prepare a card file of those to be interviewed.
   - a. Each card should include name and address of firm, kind of business, name of person to be contacted, name of person making call.
   - b. Result of call should be noted on card.
   - c. Businessmen's and community organizations are invaluable in helping prepare this file.
10. Prepare list of those to be sent questionnaires (if interview method not used).
11. Prepare letter to accompany questionnaire (if interview method not used).
12. Choose the interviewers.
    - a. Teachers are ideal interviewers--may be given more consideration because of their profession.
    - b. Members of sponsoring service club or other community group would make good interviewers if they are not engaged in competing businesses.
    - c. Walters doubts value of high school students because of lack of maturity and experience and because their use may cause survey to seem less important.

B. Conducting the Survey

1. Interviewers meet with survey director before making calls.
   - a. Discuss in detail each question on survey blank and understand that they, the interviewers, are to make the notations on the forms.
   - b. Eliminate misunderstandings concerning occupational designations.
   - c. Distribute cards from prepared file (see A-9); discuss items to be recorded.
   - d. Determine procedure if person to be interviewed is not in, if he is busy, if he objects to giving information.

2. Interviewers may work in pairs.
   If one interviewer, such as a representative of the State Department of Education, is not acquainted with the community, it would be advisable for a local person to accompany him to make introductions and possibly to answer questions concerning the local program.
3. Interviewers should have plenty of blank forms in case a businessman wants to distribute them to several employees.
4. Interviewers should follow uniform procedure.
   a. See that all questions are answered.
   b. See that answers are legible.
   c. See that answers are not ambiguous.
   d. See that occupational items are checked with special care.
   e. See that notation is made if question does not apply.
5. Survey director or checking committee must check all completed forms for omissions, unclear answers, legibility. Consult interviewers promptly to clear up such problems.
6. Check completed forms against card file so follow-ups may be made on businesses not contacted.

C. Tabulating the Data

1. Use frequency tables to summarize numerical information; for example, to present number of businesses employing one, two, three, or more stenographers.
2. Make tables as simple and intelligible as possible.
3. Use carefully worded explanations and captions for tables.
4. Consider nonstatistical material, which may be valuable if published in supplementary form.

D. Interpreting the Results

"To plan a community survey requires considerable organizing ability; to carry it through requires administrative ability; to tabulate results requires statistical ability; but to interpret results requires impartiality, keen judgment, and good common sense."--R. G. Walters.

1. Do not interpret results to prove a preconceived notion.
2. Do not provide too broad an interpretation--results must be a practical guide to setting up COE program.
3. Use a committee, not an individual, to interpret results. A variety of interests should be represented to derive the most benefit from the data.
4. Use common sense.
5. Remember that employment trends may change and that statistics are not final.

E. Reporting the Results

1. Report should be carefully worded, comprehensive. Use simple, nontechnical language and easily understood graphs and charts for statistical information.
2. Description of procedures followed and forms used may be included for school authorities if desired.
3. Report may be printed if money available.
4. If report is duplicated, it is essential that copy is neat and accurate. A poorly duplicated report will create a bad impression on employers and others influential in community.
5. Copies of report should be sent to school administrators and school board.
6. A summary of the report should be sent to local newspapers, businessmen, community organizations, each member of high school faculty.

IV. As a result of the community survey, the committee should be prepared to make specific recommendations in writing to school authorities and any sponsoring business or community organization concerning the advisability of establishing a COE program.

V. Final steps will be official approval of the local school board and the application to the State Department of Education for approval.

2

LOCAL PROBLEMS on PROGRAM

I. FLEXIBILITY TO FIT THE NEEDS OF THE STUDENT, THE SCHOOL, AND THE COMMUNITY

The best test of the true value of cooperative training is whether the student learns more in the time spent on the job than he would in an equivalent time spent in school, and whether what he learns there is truly educative or merely the practicing of minor work skills.[1]

Effective organization is achieved when cooperative plan provides definite, regular, and continuous practice training over a long period of time, preferably one year, and when it assigns to the student regular duties and responsibilities which do not differ from the duties of full-time employees.[2]

Standards will be more completely maintained if the school assumes responsibility for placing student in cooperative job. Too many cooperative programs fail because employment is given first consideration and training becomes secondary.[3]

An advisory committee or board should consider the following aspects of Cooperative Office Education training which must be given under definite conditions for attainment of objectives.

1. Effective training requires work experience on a real job.
2. Work experience of the student must be supervised and coordinated by a coordinator who has had experience in the occupation for which the student is being trained and who fully understands the requirements and pitfalls of the job.
3. Relationship between the work performed and the sessions in school must be definite.

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[1] "Challenge to Business Education," Am. Bus. Ed. Yearbook, Vol. I, p. 148.

[2] Rouse, Am. Bus. Ed. Yearbook, p. 228.

[3] Ibid.

4. Cooperative group should be as unified as possible.
5. Training should be cooperative in fact as well as in name. Business and the school work together, sharing the responsibility for the training of the student to their mutual advantage.
6. Cooperative student should receive pay for his work at the prevailing wage of the particular firm by which he is employed.
7. Replacement of a full-time employee is not anticipated, since trainee should be rotated from job to job within the office for variety of experience.
8. Work experience should never become too narrowly repetitive. Agreements with employers should provide for a variety of experience.
9. School credit should be given for work experience.
10. Firms which are to participate in cooperative training should be very carefully selected. Business habits and attitudes developed in this first employment experience will have an undying effect on his whole business career.

An advisory committee or board will need to consider the following suggestions before they accept business firms on a cooperative program basis.

1. Ethical standards must be high.
2. Working conditions must be satisfactory.
3. Operating methods must be efficient and up to date so student will profit by experience.
4. Firm must be willing to accept its share in program training.
5. Variety of experience must be provided.
6. Training will be much more effective if steady and regular part-time employment is assured.
7. A reasonable wage should be paid and there should be no exploitation.

II. RELATIONSHIPS TO BUSINESS DEPARTMENT AND CHAIRMAN

A coordinator is an individual employed by the local school to supervise, teach, and correlate the related instruction and work experiences of cooperative trainees. It is his responsibility to promote interest in the program, develop training plans, organize related-subjects classes, develop and organize instructional materials, place eligible students in qualified employment training situations, and follow up the trainees on their jobs. As a teacher-coordinator, he is also responsible for supervising and/or teaching the related subjects.

A related-subjects teacher instructs in a given subject area related to trainees' job activities. His required background of technical knowledge and practical experience in the given field should assure related instruction which is in line with trainees' job needs. To attain this end, the coordinator will closely supervise the related instruction program.

The job of the teacher-coordinator necessitates the performance of extensive activities, many of which are not generally associated with the work of a REGULAR TEACHER. In each community the nature of these activities will vary.[4]

III. RELATIONSHIPS TO OTHER DEPARTMENTS AND TEACHERS (See Public Relations) ________

In order to render the best educational services, the business department must have intelligent cooperation and support of all other departments of instruction as well as the school administration.[5]

IV. NON-COOPERATIVE STUDENTS--SHOULD THEY BE ALLOWED TO "FILL OUT" THE CLASSES ________

Flexibility here is given in that a school may want to divide the program into areas of Shorthand II, Typing II, Machines, etc. This may be done as long as ALL the cooperative students are in session a minimum of 1 period together (as in Class Plan III), and are in particular subject areas together. It is preferred that the Plan I or II be used, with two consecutive periods.

V. PROGRAM SCHEDULING ________

A. Cooperating and allowing for other required subjects.

Through competent counseling and course scheduling, many of the trainee's needs will have been taken care of by the time he reaches the 11th or 12th grade, thus leaving time for necessary related instruction on his cooperative program.

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[4] Lansing, Michigan, bulletin, p. 17.

[5] Ibid., p. 19.

To make effective use of the trainee's time in school, there must be careful scheduling of classes to provide a balanced diet of academic and vocational instruction. Classes should include academic subjects required for graduation, other elective subjects which the trainee desires, and the vocational instruction designated in his training plan.

When the program is being initiated, it might be necessary to take students with less than the minimum requirements and the coordinator may make the decision with the approval of the state department.

B. Scheduling within the allotted time

A trainee enrolled in a cooperative program divides his time between school and a part-time job, spending approximately half his time in each.

No scheduling problem is created with the establishment of cooperative training if all trainees enter the program at the beginning of the semester. Transferring to or from a cooperative program during a semester may entail complications. Some transfers are inevitable and arrangements should be made for granting credit in accordance with established local school policies.

C. Homework philosophy

Experienced coordinators were in agreement that since the trainee might devote as much as 48 hours a week to his program, he could not be expected to undertake a considerable amount of homework assignment requiring additional time. However, the local community would need to solve this problem.

D. Homeroom organization

1. Separate cooperative room or integrated

Coordinators have found that the separate room is easier for coordination, but that the students need the contacts with the other students.

a. Integrated homeroom is desirable, even urged.
b. Cooperative students should be able to participate in senior activities.

c. Cooperative students need contacts with other faculty.
d. Capabilities of cooperative students could be demonstrated.
e. Extracurricular activities could be held in the evening in order that cooperative students might participate.

VI. FACILITIES (See unit on Facilities) ________

The classroom assigned for cooperative training purposes should have ample space for the anticipated class size. (See Bulletin #5 available from the State Department of Education.)

The classroom should be readily adaptable to the informal type of teaching situation.

A small office or desk space adjacent to the classroom for the use of the coordinator when interviewing students, faculty, parents, and employers, is highly desirable.

A telephone for the coordinator's use on an outside line is desirable, as otherwise messages must be relayed to the coordinator from the school office. It is also an excellent means of providing continuous training for the COE students.

VII. EQUIPMENT (See unit on Machines) ________

VIII. DEPARTMENTAL SET-UP ________

Designate coordinator and teaching personnel. A qualified coordinator should be appointed and, if the program necessitates it, provision should be made for securing additional related-subjects teachers.

The coordinator should be authorized to proceed with solicitation of employment opportunities, interviewing students, arranging individual training plans, and locating suitable related-subjects material and visual aids.

It is recommended that all calls concerning office employment be referred to the COE coordinator.

A separate budget should be adopted, and reimbursed money should be allocated for specific items in the Cooperative Office Education department.

Since extreme care must be exercised in the selection and placement of the first group of trainees, it is advisable to develop the program rather slowly. Further contacts with the BUSINESS EDUCATION SERVICE and/or the various teacher training institutions, together with visits to successful cooperative programs in other schools, may prove to be helpful.

3

RESPONSIBILITIES of the COORDINATOR

The success or failure of a Cooperative Office Education program in the high school will depend, to a large extent, upon the manner in which the teacher-coordinator performs the duties that are delegated to him. These duties vary from planning the program, incorporating the proper materials in the course, teaching intelligently and in an interesting and thorough manner, to matters of guidance, public relations and coordination of the entire program. A few of the duties or responsibilities of the teacher-coordinator are discussed below.

I. CURRICULUM

An important task of the coordinator is to examine the curriculum of the school to determine its sufficiency and to recommend changes that will provide for a better Cooperative Education program. It will be helpful if the general business course is required of all prospective COE students and taught in the 9th year. To secure best results, typewriting should be introduced in the sophomore year and advanced typewriting, shorthand, and bookkeeping in the junior year. The COE course will then be offered to the students in their senior year for two periods a day of in-class instruction. This will allow the students to take their civics and/or problems of democracy and their correlated in-class instruction during the half day in school, thus leaving the other half day for work in their stations.

If the coordinator finds himself faced with the problem of having seniors who have had only one year of typewriting and shorthand, he may work to place them in offices where they can do filing and general office work until they have developed their secretarial skills to the place where they can do acceptable work in their specific field.

Business English and business law should be included in the subjects studies by the students if they can be worked into their schedules. Salesmanship is also highly recommended. If these courses cannot be taken prior to the COE course, certain phases of them should be emphasized strongly in the COE class.

II. RELEASED TIME FOR COUNSELING

One or two daily conference periods must be scheduled for individual interviews and program preparation on an eight-period schedule and one daily conference period must be scheduled under a six-period day. This will enable the coordinator to discuss with the students the problems that arise in their employment and other problems that may need the attention and assistance of the coordinator, as well as visit them at work. It will also give him time to counsel and advise students who have indicated an interest in the program. Caution must be exercised in scheduling to make certain that the COE students are available for conferences during this assigned counseling period. (See Appendix G for a schedule of duties of the coordinator.)

III. CLASS TIME

The coordinator must spend at least two regular class periods each school day in a classroom of related COE except that he may spend only one period in such a class if he has two other periods of business education with cooperative students. If he teaches two periods of related COE, he may also teach one period of business education with cooperative students. These classes may include students who are not cooperative students provided they do not interfere with the program or work of the cooperative students.

IV. SIZE OF CLASS

The class must consist of at least 15 but not more than 25 students. Fewer than 15 and over 25 pupil enrollments in the cooperative high school program may be approved if local conditions justify the need. It shall be the duty of the teacher-coordinator to see that his classes comply with this requirement.

V. ADVISORY BOARD (if used)

An Advisory Board should be selected early in the summer preceding the school year. This committee should consist of the coordinator, the superintendent of schools (or an assistant superintendent), and the principal of the high school, who will be permanent members of the Board. From three to five additional members should be selected from the community to serve along with the permanent members. Those invited to become a part of the Advisory Board should be businessmen and should be chosen on the basis of their interest in the locality and their leadership in the community. It may be wise to have a member of the Board of Education serve on this Board. If it is possible, both small and large business should be represented. The membership should not necessarily remain the same from year to year, but some method of rotation should be adopted. It may be that each member will be asked to serve during the ensuing school year and will not serve again unless invited to do so by the coordinator. This is a local problem to be worked out by the coordinator.

The Advisory Board should act in an advisory capacity in suggesting and selecting proper work stations, recommending equipment and materials that will improve the program, and helping to make decisions on general problems that may arise. They may be of assistance in giving advice in the formulation of policies and methods of coordinating the work in general. Certainly this committee can be of assistance in publicizing the program and informing the coordinator of procedures that may be of value to the program. They can assist in determining the wages to be paid to the students and the forms to be used; and they can make suggestions concerning things to be observed when selecting work stations. The matter of transportation may also be discussed with this group.

Meetings may be held two or three times a year as the occasion demands. The coordinator should plan these meetings well in advance so they can be conducted efficiently and in a businesslike manner.

VI. TEACHING THE COURSE

In teaching Cooperative Office Education classes, the coordinator must realize that it differs from that of regular classes involving general business education subjects. The teacher must have a vocational objective and teach toward achieving perfection in all phases of vocational success. This involves not only technical skill and knowledge but also improved personal relationships and an understanding of business and the traits and characteristics needed for success in the office. In this class, the teacher must not only meet group needs but must also select materials that will solve problems for various individuals. Individual instruction, usually based on a rotation plan, will find a place in the classroom. The teacher, therefore, must make certain that instructions are clear and can be easily understood.

Since individual instruction is so important, the teacher must make certain to use the proper material which may consist of specialized texts or workbooks in a designated area or of materials the coordinator has accumulated through his experience with this type of training. The importance of being constantly alert to better individual teaching aids must not be overlooked.

In this course the student is being trained in the skills and traits he will be using on his job. Therefore, the instructional materials should be modern and the best. The advantage of having the students work three hours and attend school three hours is, of course, the opportunity it presents to correlate the classroom instruction and the work experience of the students. This correlation can take place by careful planning on the part of the instructor and by means of conferences with individual students.

In this phase of the work, the library must not be overlooked. On the other hand, it is perhaps more important for the coordinator to assemble instructional materials, catalogue them for ready reference, and make them available to the students when they need them. Reference books, supplementary texts, booklets and pamphlets, business magazines, charts, posters, and visual aids should be available when needed in the classroom.

Assignment charts will be needed to designate the classroom stations of each student at all times.

VII. SUPERVISION OF WORK EXPERIENCE

In order to discover the needs of individual students and to coordinate in-school instruction with these needs, the coordinator must visit each student on the job at frequent intervals. The objectives of such visits to the work stations and the job stations include:

1. To become familiar with the type of work being done by the trainee
2. To observe and check the trainee's performance
3. To discuss with the store or office supervisor methods of improving the training for the particular work being done by the student
4. To secure materials and suggestions which will aid in making the related classroom instruction more valuable
5. To become familiar with management policies
6. To uncover new training stations
7. To assure that cooperative students are not exploited
8. To make the employer aware of the close job-school relationship
9. To secure employer evaluation of the student trainee[1]

VIII. CLASSROOM FACILITIES

It is the duty of the coordinator to make certain that adequate classroom facilities and instructional materials are provided. It is also his duty to make certain that equipment is kept in good repair and is replaced before it becomes obsolete. The equipment used in the businesses of the local community will govern somewhat the type of equipment needed; but, certainly, each unit should have available the minimum equipment listed in the course of study published by the State Supervisor of Business Education.

IX. RULES AND REGULATIONS

Rules and regulations will undoubtedly be necessary to assure an orderly and efficient performance of the coordinated activities of the class. Whatever rules are necessary to insure an "on the job" atmosphere in the classroom must be established by the coordinator. The same will apply to working time at their work stations.

These may not be known as "rules." A more polite and diplomatic term might be "procedures." There certainly will be an understanding between the student and the teacher-coordinator that (1) certain procedures must be followed in the classroom in order that the work can be completed efficiently; (2) certain procedures are necessary while the student is "on the job" if he is to benefit from the experience; and that (3) the rules and regulations of the school must be adhered to.

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[1] Cooperative Office Education Guide, Utah State Department of Public Instruction, 1963, p. 48.

X. SELECTING WORK STATIONS

Many methods may be used in selecting work stations. The members of the Advisory Board may be of assistance in making recommendations because of their knowledge of and acquaintance with business leaders in the community. Surveys, past or present, may provide information that will be helpful to the coordinator, including a list of prospective COE employers. It would seem, however, that actual contacts with businessmen in general and with the prospective employers themselves are necessary before a satisfactory solution to the problem is found.

Items to be observed and studied before selecting work stations are listed under "Student Placement."

XI. SELECTING STUDENTS

All students selected for this course must be at least sixteen years of age. The basis of selecting students will depend to a large extent on the community involved. The following are listed as suggested aids in making the selection but are to be used primarily to give the coordinator a better understanding of the student.

A. Examine their background in the business education department as well as their general educational standing. Determine whether or not they have developed employable skills in any branch of office work. What is their educational background generally?

B. Determine their occupational interests together with their post-high school plans. Check status of marriage intentions.

C. Examine their attendance records.

D. Find out what previous job experience they have had.

E. Determine their work habits and attitudes.

F. Discover their moral qualities and their associates.

G. Determine their physical fitness for this type of work.

H. Ascertain their ability to get along well with others.

I. Evaluate and use information secured from the testing program.

J. Make use of recommendations of the school guidance counselor, business education teachers, and others.

K. Note the personal appearance of the applicants.

XII. PLACING STUDENTS IN WORK STATIONS

The task of placing students in work stations requires considerable study of the student, his academic background, his business training, his interests, his social and work habits, his physical ability to perform the work satisfactorily and without injury to himself, and other matters depending upon the position available. The coordinator must then determine whether or not this particular job will give the student the maximum help he needs in preparation for his life work. That, however, is not enough. He must determine whether or not this student will fit into the office of the prospective employer and render the kind of service required of employees in that office. The personality of the student must be considered, too. The coordinator may need the assistance of others, such as the student, the prospective employer, the parents, or other teachers. Whatever steps are necessary may be taken by the coordinator to make certain that this is the "right" job for this student. This is one of the critical areas in the program. Success or failure in making satisfactory placements may mean success or failure for the program.

It may be advisable to send two, three, or more applicants to each work station. The selection will then be made by the student and the businessman. Both have the right to accept or reject--an offer and an acceptance is necessary to employment.

XIII. MEETING LEGAL REQUIREMENTS

Absolute compliance with all legal requirements is essential in incorporating Cooperative Office Education into the curriculum of the school. A few matters of importance are listed below:

A. The coordinator should make certain that each student who participates in the program has secured a work permit and that all parties involved complete the necessary steps required by law.

B. The student must secure a social security card and number if he does not have one.

C. The student should be required to prepare a federal withholding tax certificate and deliver it to his employer upon accepting employment.

D. The coordinator's record should show the number of hours each student spends on the job, together with his wages, to determine that the employer is complying with the wage and hour requirements for minors.

E. A poster published by the Department of Industrial Relations of the State of Ohio should be kept on the bulletin board to advise students of work regulations in force in the State of Ohio. The coordinator should make a sincere effort to see that these matters are enforced.

XIV. EMPLOYER RELATIONS

We have already observed that the employer should be consulted long before the school year starts concerning establishing a work station in his office. Shortly before school starts in the fall, he should be advised that one or more students will contact him relative to part-time work.

When the student has been employed, the work-school agreement should be completed and signed by the employer. The student and his parents will, of course, have signed it prior to this time. (See Appendix A.)

The coordinator should endeavor to visit the student on the job within two weeks after he is employed to complete the training plans and check the progress of his work with the supervisor and the employer. (This is the time to begin an evaluation of the student on the job, considering his skills, his knowledge, his personality, and his character traits.) A word of caution must be inserted at this point. The coordinator must not appear to be there for the purpose of spying on the student or making a personal inspection of his work or conduct. Whatever observations are made must be made casually, without the student's realizing that the teacher is making an inspection of his work. It must appear to be part of his conference with the supervisor or employer and nothing more. Similar visitations should be made every four to six weeks thereafter and similar efforts should be made to determine improvement as well as factors of weakness.

Some type of rating should be made by the supervisor or employer (or both) at the time of each interview. This is discussed to a greater extent under "Evaluation of Students." The businessman or supervisor should be encouraged to phone the coordinator whenever a problem arises concerning the work, attitude, or evidence of a weakness on the part of the student (social or otherwise).

There are many points to keep in mind as the coordinator consults with the employer. First of all, he must avoid prying into the employer's business affairs. The coordinator must, at all times, carry out his work in a businesslike manner. He must not take too much of the employer's time but make a sincere effort to secure all the necessary data that will assist him in helping the student improve in his work. If there are complaints, it is the duty of the coordinator to make the necessary adjustments promptly and to determine, without too much delay, that the situation does not continue to be an aggravation. The coordinator must respect the confidence of the businessmen with whom he associates. He must refrain from discussing the activities or conduct of the business with anyone. He should be especially careful about this when talking with the representative of another business firm.

XV. STUDENT RELATIONS ————

The first step in the coordinator-student relationship will involve informing business education students (in their first course, usually "General Business") of the existence of the Cooperative Office Education course--what it consists of, what the student must include in his curriculum to qualify for enrollment in the class, and probably a list of advantages of such an arrangement to the student. This should be repeated, with variations, in their sophomore and junior years.

Later, in their junior year, the students who are interested in enrolling in the course will be given application forms which will elicit from them a great deal of valuable information, such as courses they have completed, courses they are taking during their junior year, the names of their parents, place of residence, occupation of parents, phone number, their aims in life (including the type of work they expect to do upon graduation), whether or not they expect to go to college, the extent of their travel, their school activities, their hobbies, (their church affiliation or preference,) and other matters that may be of assistance to the coordinator in understanding the student.

The coordinator must now secure from the school office or counselors or testing office the high school record for each interested student, together with the results of different tests that have been taken by the student during his school career. The coordinator will then (during the student's junior year) meet with and counsel with him relative to his participating in the course in his senior year. In this conference, the coordinator will learn more about his abilities and the type of work the student can do and likes to do. It may be advisable at this time to give placement or aptitude tests to complete the student's record.

The coordinator now has in his possession the job stations available and data relative to the ability, character, and traits of the student. From all this information, he hopes to select the right student for the job that will be most beneficial to him.

After the student has enrolled in the Cooperative Office Education class, his first week's work will be limited to (1) skill building, (2) preparation for making application for the assigned job, (3) the interview, and (4) giving him data that is essential to his first few days on the job. Emphasis is placed on the behavior and dress required at work and establishing in the mind of the student the proper attitude toward the employer, his superiors, his fellow workers, the customers, and the public. This phase of the work is covered in the course of study and will not be repeated here.

The coordinator will endeavor to make his first "on the job" visitation within two weeks of the initial employment. From the data secured from his observation, a study of reports, and his conversation with the student, the supervisor, and the employer, it is hoped that some of the tension can be eased and a solution found to some of the problems that have come to light during this first interview. A personal interview and a frank discussion of his work, the conditions existing in the office, and the material now in the coordinator's hands should enable the student to take the first step in making progress on the job. This procedure should be followed after each "on the job" visitation or communication with an employer or supervisor.

The next problem involves coordinating work experience and class work. If the student's problem involves a lack of skill or a lack of knowledge, it may require individual instruction or drill. Certain other matters may be integrated into the daily classwork so all of the students in the class will benefit. Care should be taken, however, never to mention names or to tie it up with a work experience of any student. Rather, it can be discussed as just one of those things that are scheduled for the day in the daily course of events.

The coordinator should keep a complete file on every phase of the student's classwork, background, work experience, etc., in order that it can be referred to at a moment's notice.

XVI. PARENT RELATIONS

The parents are a very important part of this program. The coordinator should, during the student's junior year, confer with the parents of the student. This may be a personal visit in their home. On the other hand, it may be done at a general meeting of parents whose children are interested in the program. The former is preferred. At this meeting, the coordinator may explain the program to the parents. He may indicate the advantages of having the student on the job while he is still in school. The importance of the parents' cooperating with the school may also be mentioned. The contract to be signed by the student, the parents, and the employer should be explained to the parents at this time. It might be well to have it prepared and ready for their signatures.

Other conferences with the parents should follow as the student progresses in his work. In fact, it is recommended at least one visit with the parents during the COE school year be made. If there is anything the parent can do to encourage or assist the student in his training, he should be informed of it.

XVII. EVALUATION

Evaluation is an important factor in the program. It is the duty of the coordinator to evaluate the student in relation to his classwork as well as to his work on the job. It will also be his task to evaluate the work stations for the purpose of deciding whether or not to use them again in the future. The coordinator must prepare the necessary forms for making evaluations and have them available when needed. There are other phases of evaluation, however. Some of them are listed below.

The employer should evaluate the student as to his work, his attitude, his ability to grasp the work involved, his ability to get along with his fellow workers, his superiors, and the cusomers, and other matters as they may seem important. The employer may also evaluate the program at the end of the school year and make suggestions for its improvement.

The student has a job of evaluating, too, if he is to profit to the fullest extent from the experience. He should (honestly) evaluate himself on the many phases listed in the course of study with the understanding that he will be required to make a similar evaluation at various times throughout the year. This evaluation should be discussed frankly with the coordinator with the sincere purpose of self-improvement rather than criticism.

It is possible that the student should be asked to make an evaluation of the course itself. Some real benefit may come from this if it is done near the end of the school year and solicits suggestions for making the course more beneficial to the students in the future.

XVIII. CLUBS

The coordinator should sponsor clubs and other extracurricular activities that are directly related to Cooperative Office Education.

For example, a club may be formed for students in the high school who are interested in the field of business education. It is possible that the membership should consist of all students who are taking the business education course who desire to join. This would give the coordinator the opportunity to become better acquainted with the students on the sophomore and junior levels as well as with the people in his particular class. On the other hand, another branch of the organization might consist of students who have acquired a certain degree of skill in some phase of business education. This may stimulate some of the members to make a greater effort in their studies. It may be desirable to have an organization that can be affiliated with the Future Business Leaders of America. Any such effort to form a club or honorary organization should be very carefully planned. The interests of the students involved should be kept constantly in mind. The program of the organization should be well planned and contribute to the aims of the organization. Regular meetings should be conducted on a strictly business basis. The program should be varied and well balanced. The meetings should start on time and end on time. The program should be well planned far enough in advance to insure a proper presentation. Leadership development, the development of good character traits, and community service should be some of the primary objectives of such an organization.

Some business educators believe that there should be a club (or a section of FBLA) for COE students only, similar to DECA for distributive education students, in order that all COE students may be involved in projects contributing directly to their work-school experiences.

The Future Business Leaders of America Handbook, giving complete information about that particular organization, may be secured from the FBLA Executive Director, 1201 Sixteenth Street NW, Washington, D. C. 20034.

XIX. JOB CHANGES DURING THE YEAR

It is the task of the coordinator to adjust school and "on the job" problems of the students with the employers, the school, and the parents. If difficulties arise at one of the work stations, it shall be the duty of the coordinator to make an effort to learn the cause and seek a remedy. That remedy may involve enlightening the student concerning the matter of getting along with people, acquiring certain technical knowledge, or acquiring greater skill in certain phases of the work. If it seems advisable, it shall be the duty of the coordinator to make changes in personnel in an effort to alleviate the difficulty. Changes may be necessary even when no one is at fault. If this is true, the coordinator must make the desired transfers.

XX. TEMPORARY UNEMPLOYMENT

There may be times during the school year when one or more students will not be employed. Work experiences supplementary to classroom training can be provided during these periods of temporary unemployment. Examples are:

1. Supplementary in-school unit work
    a. Office machine practice
    b. Shorthand (use of records or shorthand laboratory) for dictation)
    c. Typewriting (address envelopes, correspondence, etc.)
    d. Telephone training
    e. Sit in on English IV classes or other allied classes
2. In-school work experience
    a. Work for administrative personnel, deans, athletic manager, guidance counselor, librarian, other teachers, and coordinator
    b. Clean out files
    c. Duplicate school jobs
    d. Do work from outside organizations for pay or for experience only
        1) charitable organizations
        2) community clubs
3. Out-of-school temporary jobs
    a. Chamber of Commerce
    b. Conventions
    c. Welfare and relief organizations (Bloodmobile, Red Cross, T. B. Assoc.)

XXI. DROP OUTS

Dropouts should be discouraged. A sincere effort should be made on the part of the coordinator to clarify any difficulties that may have arisen either during school or on the job. It is hoped that his conferences with the student, the parents, and the employer (if necessary) will enable the student to continue with the course. If, after every effort has been made to solve the problem, the student still insists on withdrawing from the course, he should be permitted to withdraw (with the consent of his parents) but should be encouraged to enroll in another phase of business education department if it can be arranged.

XXII. PAY SCALE ______

The coordinator should study the local situation carefully and consult with the members of the Advisory Board concerning the pay scale to be recommended as a standard. Care should be used to ascertain that the wage to be paid complies with the minimum wage laws. A graduated pay scale is recommended.

The coordinator should keep a record showing average pay for students in typical jobs. Neatly typed copies should be available when new employers request data and when regular employers are considering raises in pay. If possible, a similar record of "fringe benefits" given to the students as employees should be kept.

XXIII. CARBON COPIES ______

The teacher-coordinator must keep carbon copies of all communications sent *from his office*. Need we say more?

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The COOPERATIVE OFFICE EDUCATION CURRICULUM

SUGGESTED Sequences for the 3 Business and Office Education Areas of Study:

YEAR	STENOGRAPHIC	CLERICAL	BOOKKEEPING
9	Gen. Business	Gen. Business	Gen. Business
10	Typewriting I Bus. Arith.	Typewriting I Bus. Arith.	Typewriting I Bus. Arith.
11	Shorthand I Typewriting II	Bookkeeping Typewriting II	Bookkeeping Typewriting II
12	Sec. Prac. * Of. Machines Bkpg. I (Elec.) Bus. Communica. COE Work Exper. Civics (POD)	Cler. or Of. Pr. * Of. Machines Bkpg. II (Elec.) Bus. Communica. COE Work Exper. Civics (POD)	Cler. or Of. Pr. * Of. Machines Bkpg. II (Req.) Bus. Communica. COE Work Exper. Civics (POD)

* May be integrated into a COE, Office Practice, or any combination.

A. All cooperative students must be business majors in one of the three general areas: Stenographic, Clerical, Bookkeeping, or have had one year in an intensive BOE program at the 11th grade level. Students who do not meet this requirement may enroll in the COE course with special permission from the principal and the coordinator.

B. Prerequisites to COE enrollment:

1. The minimum requirement is two semesters of type writing and two semesters of either shorthand or bookkeeping. Students who do not meet the minimum requirement may enroll in the COE course with special permission from the principal and the coordinator.

2. The desirable requisites would be: two semesters of general business, two semesters of business arithmetic, two semesters of bookkeeping, two semesters of typewriting, and two semesters of shorthand, if possible.

C. General outline of teaching units or related training (Bulletin #2)

The desirable units common to all areas are:

a. Pre-employment and post employment orientation
b. Human Relations - Grooming, etc.
c. Personal Finance
d. Office Machines
e. Facilities and Equipment
f. Business Communications
g. General Business Organization
h. Filing
i. Job Analysis and Self-Evaluation

D. General related units are those which can be integrated throughout all the general areas.

E. Specific related units are those which require special attention as the necessity arises, i.e., legal terms for a legal stenographer, early training on specific machines, PBX training, etc.

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WORK STATION PROBLEMS

A work station is any business establishment where the student trainee will receive a variety of experience and training which will give him a better understanding of the operations of an office. A job station indicates the office assignment within the work station.

I. WORK STATIONS

A. The number of work stations required in a given program will be determined by the number of students enrolled in the course. Two possible work stations per pupil are advisable to insure a continuing, smooth-running program.

B. In a large city, the coordinator will undoubtedly have a better opportunity for placing students in good work stations than will be the case elsewhere.

C. If the school and community are small, it will probably be necessary to go outside of the immediate area to secure enough satisfactory work stations.

D. In many cases, there will be a problem of transportation to and from work.

II. BASES FOR JUDGING SUITABILITY OF WORK STATION

A. The work station must be a reputable establishment.

B. The work station must not be detrimental to the health of the trainee.

C. The prospective employer must be willing to work out a satisfactory training program with the coordinator.

D. The work station must have facilities for basic educational values.

1. There must be a variety of jobs to create many learning situations for the trainee.
2. Each job must be one which will insure students of further learning.
3. The student must have proper supervision.
4. The coordinator must see that the job station will provide a well-organized training program.

E. The employer must be willing to conform with state and federal regulations.

F. The employer must be willing to provide a supervisor who is interested and sympathetic to the program and willing to cooperate with the school coordinator.

G. The employer must be willing to pay the trainee a starting wage comparable to the full-time rate for the same type of work.

III. SMALL VS LARGE OFFICES AS DESIRABLE WORK STATIONS

A. A properly organized and supervised program with a small firm can be satisfactory because of the variety of training--stenography, typing, clerical, bookkeeping, and machines.

B. A large firm can easily provide a variety of training if the supervision is adequate. If the supervision is not adequate, the teacher-coordinator must follow through to see that the trainee is not given too much routine work. On the other hand, some students are capable of doing only routine work.

IV. A WRITTEN AGREEMENT

A written agreement signed by the employer, trainee, parent, and teacher-coordinator is recommended. The Advisory Committee may be consulted in approving the form. A sample is given in Appendix A.

V. STUDENT PLACEMENT

A. The coordinator must first survey each potential work and job station to learn what training will be available and the type of employee needed. Observation of the present employees may help the coordinator in his selection of a suitable trainee.

B. When possible, the coordinator should send at least three students for an interview. The coordinator should study the information carefully and study student records to help in his selection. The employer should make the final selection.

C. The employer must comply with state and federal labor laws. The student must be 16 years of age and work a minimum of 15 hours a week. A State maximum of 48 hours is set when school and work are combined. (Refer to labor laws.)

D. A careful study of the situation should be made by the teacher-coordinator if good friends are to be placed with the same firm.

VI. DESIRABILITY OF RELEASED TIME FOR NON-COOPERATIVE STUDENTS

The teacher-coordinator will need to secure the cooperation of the school principal to be sure that non-cooperative students are not released from school for the same type of work being done by the Cooperative Office Education students. Students working without supervision can be very detrimental to the program, and their work cannot be fully justified without coordinated supervision.

VII. DISCRIMINATION

A. The Board of Education and service organizations may help in putting an end to discrimination against minority groups by having them placed in their own offices.

B. Frequently an interested employer may be able to help the coordinator find a place in the business office for a prospective trainee who is physically handicapped. These students may be much happier in job stations in which it is not necessary for them to meet the public.

C. It may be necessary to find a job station for a trainee who, because of size or appearance, does not seem to be the required 16 years of age.

D. In some large firms it is frequently possible to find enough variety of routine jobs to justify the placement of a student who might have difficulty in a position requiring specialized skills.

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PUBLIC RELATIONS

I. INTRODUCTION

Behind every successful school you will find an interested community. Because the teacher interprets the school to the student, parent, and business community, he is one of the most important links of the school with the public. However, every person on the payroll of the public school is an agent of public relations.

The coordinator of a Cooperative Office Education Program has the opportunity, as well as the responsibility, to take the initiative in providing information and publicity through the successful functioning of his program.

II. PURPOSE

The primary purpose of a publicity program for Cooperative Office Education is to inform everyone directly concerned with the school, business, and community in general of the following:

1. the need for the program
2. the objectives and goals of the program
3. the operation of the program
4. the benefits to the student participant
5. the benefits to the community
6. the benefits to the school
7. the benefits to business

All publicity must be cleared through the administration whether that be specifically the superintendent, the principal, or a public relations director. Special care should be taken that the principal is kept well informed and is not by-passed when contacting the public relations director or superintendent.

III. PUBLICITY MEDIA

A single publicity medium will probably not reach all persons desired; all available media must be used.

The best publicity for any program is its successful, employed students and satisfied employers. Other media are:

1. newspapers (school and community)
2. talks before groups--civic and service clubs, P.T.A., and others
3. school assemblies
4. printed or mimeographed brochures and pamphlets
5. trade papers and periodicals, chamber of commerce publications, etc.
6. radio and television
7. scrap book
8. demonstrations by cooperative students--correct telephone usage, for example
9. active participation in the community by the coordinator
10. membership in community organizations and professional groups--Administrative Management Society (AMS), National Secretaries Association (NSA)
11. open house
12. Business-Industry-Education Day
13. clerical and stenographic work done for other faculty members

It is important in publicizing a program to maintain a continuing use of the various media to keep the program before the school and the community at all times.

IV. THE PUBLICITY MESSAGE

A variety of events and happenings can be made the basis of effective publicity. Some of the possibilities are:

1. activities of the department, such as club meetings, field trips, community service--typing envelopes for the March of Dimes
2. results of local surveys--occupational and follow-up
3. new equipment purchased for training or for use of the trainee in the office
4. placement of students and graduates
5. alumni activities such as promotions won

V. SUGGESTIONS FOR APPLYING A PUBLICITY PROGRAM

See that the items include many names, for people like to see their own names, their friends' names, and their children's names in print. Pictures, slogans, cartoons, and graphs may be used to enliven stories. Personal publicity should be avoided; that is, don't try to have your own name in the headlines or to secure personal credit for everything meritorious that is done. Give much of the credit to others; to your superiors for their support of the activities; to subordinates and to associates who carried out the plans. Publicity should be for the department, students, and employers, not for an individual.

Included in the following additional hints for preparing publicity are some suggested by Mr. Hampton:

1. secure details for submitting news in the local community
2. do not make article too long
3. send an article to the newspaper five days in advance if possible
4. use pictures when possible
5. include the important facts of the item in the first paragraph
6. entice the reader to continue by the first paragraph
7. use phrases familiar to the average reader--don't get technical
8. try for unusual material of new value which is considered newsworthy
9. type and double space the article

VI. THE PERSONAL CONTACT

Desirable public relations are being established in all that the coordinator does. It may be calling in the home of a bereaved family, assisting during community chest campaigns, working in the church, or helping a new family become acquainted in the community. He should be a part of the community and known in the community!

The coordinator's success will be greatly influenced by his relationship with other members of the teaching staff and with the business men and women as well as with administrators. The coordinator should have knowledge of efficient business procedures and especially of personnel management and thus be qualified to render worthwhile assistance to the principal and other members of the administrative staff. Understanding the problems of administrators and taking the initiative in offering services may provide an opportunity to establish a basis for mutual understanding and cordial relationship between the business department and the administration.

"Never overlook an opportunity to tell the counselor or guidance director of the values of the program. Equially important is selling it to other faculty members, especially of other departments."[1]

The coordinator can help establish a desirable relationship by knowing other teachers and providing them the opportunity to know him--professionally and socially. He should show an interest and understanding of their area and a sincere appreciation of their worth. By keeping well informed on the latest books and professional magazines, the coordinator can become established as an authority in the business education area of education.

"The cooperative program is a 'natural' for establishing membership in one or more of the service clubs in which the members are encouraged to establish a first name personal relationship with each other. Association with businessmen and women enables the coordinator to teach more than book knowledge and enables the students to receive favorable consideration by personnel directors."[2]

VII. EMPLOYER-EMPLOYEE BANQUET

The annual employer-employee banquet is one of the "highlights" of the school year. The students, by feting their employers and supervisors, show their appreciation for the cooperation given by these businessmen to the cooperative program. This event is usually planned for April or May and is scheduled carefully in order not to conflict with other senior activities.

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[1] Robert E. Hampton, "The Work Experience Training Program--Its Need, Its Promotion, and Its Establishment," Balance Sheet, November, 1955. p. 106.

[2] Clyde I. Blanchard, "How the Business Teacher Can Develop Better School, Business, and Community Relationshiips," Business Education Forum, May, 1950. p. 15.

A. Purpose

This banquet has several important objectives:

1. It publicly recognizes the employer for his contribution to the education of the youth of the community.
2. It provides a worthwhile learning experience for the students in planning and organizing a major community-school event.
3. By bringing together the businessmen of the community, students, and school officials, this affair publicizes the main objective of this type of program--the cooperative effort of these groups to graduate office workers already adjusted to the business world.

B. Cost

The banquet is usually financed with funds raised by the students during the school year. The cost of the banquet depends upon the preference of the coordinator and the students. Some classes use school facilities, which tends to keep expenses at a minimum; others prefer to use public facilities, which ordinarily are more expensive. It is therefore wise to begin planning early in the school year to meet this obligation.

C. Invitation List

Who shall be and who shall not be invited? This is one of the more difficult problems to resolve and is a matter of local preference. However, the following list of suggested guests may be of some help:

1. The immediate supervisor of the co-op student. In some instances this may be the owner or manager. However, in a large concern, lower level supervisors may be invited.
2. The major executive (or executives) of the firm employing the co-op student.
3. School board members, school administrators, and teachers. Some classes invite all business teachers and all subject teachers who currently have two or more co-op students in their classes.
4. Representatives of the newspapers, radio, and television stations.

5. Prominent businessmen and members of professional business organizations in the community.
6. Local government officials, state and federal representatives, and state officials concerned with secondary education.
7. Local advisory committee members.

D. Planning and Organizing

If there is another cooperative program in the same school, it is desirable to co-sponsor this event. There are several advantages in this cooperative arrangement. Primarily, it provides an opportunity for the coordinators and students, with varied vocational interests and goals, to work together on a common project. Also, it emphasizes the role that each program plays in meeting the vocational needs of the students. Since the guest list may be duplicated for each of the programs, it is inconsiderate to ask these persons to attend several banquets. And, if this duplication and other costs can be avoided, it is more economical for several programs to pool their resources.

When several programs co-sponsor the banquet, joint committees from the different classes are usually formed. These groups, working under the supervision of the co-coordinators, assume responsibility for the planning and organizing of this important event.

A word of caution to the new coordinator. Remember always that this is a student-planned affair and that the employers are the honored guests. Do not assume too much responsibility or arbitrarily make decisions for the students. Let the students make the decisions--with your leadership as an advisor or consultant. Your reward is student interest and enthusiasm.

VIII. COMMUNITY SURVEYS

The section, Initiating the Program, points out the value of a survey preceding the establishment of a program and suggests a plan for conducting a survey.

Other surveys may be effectively used by the coordinator to improve his program. They may include:

1. the business and community survey--number of people employed, trends in employment
2. graduate or follow-up survey--a means of keeping in contact with the graduates and determing their success

   Students might well be used in conducting this survey, although this would not be true of the initial survey for establishing the program.

The local chamber of commerce, other local business organizations, and the local state employment office may have secured some of the information desired by a business or community survey. However, if it does not, the Cooperative Office Education coordinator may well conduct such surveys as a means of benefiting the program.

IX. THE ADVISORY BOARD

The coordinator needs to keep informed of the changes in business and of students' needs in order to enter business; and in turn, someone needs to interpret the program to business. Individual members of the advisory board or the group as a whole can perform this liaison function between the school and business. For example, the woman coordinator is limited to women's professional and service groups. The male advisory board member can publicize the cooperative program at Kiwanis, Rotary, or the medical association meetings.

The coordinator must keep in mind the needs for publicizing his program, plan his publicity, and keep the entire community positively aware of what is being done from day to day, week to week, month to month, and year to year.

7

COE EVALUATIVE CRITERIA

I. INTRODUCTION

Although several cooperative programs have been operating successfully in Ohio for a number of years, the Cooperative Office Education program, under state supervision, is relatively new. Therefore, evaluation of this type of program has been, primarily, a matter of local concern and interest.

However, beginning in the school year 1958-59, state funds became available to the local school districts to help support their programs provided these programs meet certain state minimum requirements. As a result of the Vocational Education Act of 1963, federal funds became available to the state for further promotion of vocational business education programs, including COE. Thus the interest in the appraisal of these programs has widened from the local to the state and to the national level. The state supervisor is interested not only in the educational value of these programs, but also in whether or not they meet state requirements. On the local level, the teacher-coordinator, the school administration, and the local community are concerned with the program appraisal.

A. The teacher-coordinator

The teacher-coordinator is interested in knowing how his program compares with the characteristics of an ideal program. He can use the information gained from the evaluation to determine deficiencies in his program and to make necessary adjustments.

B. The school administration

The school administration is interested in knowing how well a program of this nature meets the vocational objectives of the school.

C. The community

The members of the community are interested in comparing this program with the more conventional in-school programs.

II. OBJECTIVES

Local COE programs should develop objectives which are pertinent to their particular situations. These should grow out of the stated school philosophy (and the philosophy of the business education department) with regard to the vocational needs of the students.

It is also desirable that those concerned with the state program determine general objectives that are compatible with the vocational needs of the youth of the state. The following is a proposed list of objectives for this program:

1. To improve and bring together skills previously learned, to teach new skills, and extend these skills to higher levels of efficiency.
2. To develop and improve attitudes, work habits, and personality traits of the students to enable them to achieve maximum vocational competency.
3. To develop a basic understanding of business organization, office procedures, customs, and techniques.
4. To ease the transition from school to full-time employment by providing supervised part-time work experience.
5. To relate and integrate understandings and skills with situations experienced on the job.
6. To develop better school-community relations by providing the means for learning and understanding the problems of both.

III. PROCEDURE FOR ESTABLISHING A PROGRAM OF EVALUATION

The procedure for developing a program of evaluation can follow a logical pattern:

1. The determination of a list of factors which are generally accepted as important criteria in the evaluation of a program.
2. The preparation of a rating sheet or checklist incorporating the determined criteria as the basis for evaluation.
3. The development of the procedures and methods to be used in making the evaluation.

A. The determination of factors

The factors proposed below are those which are generally considered "desireable characteristics" of Cooperative Office Education programs. They have been placed under headings which may serve to "pinpoint" responsibility.

1. Administration
    a. Is there a written statement of objectives adapted to community needs?
    b. Has an advisory committee been formed to advise those concerned with the program?
    c. Is there a periodic evaluation of the program in the light of the objectives?
    d. Is there evidence that the objectives are adjusted as changes occur in the community?
    e. Does the coordinator meet the state requirements of certification, teaching experience, and business experience?
    f. Does the coordinator have the respect and co-operation of the businessmen in the community?
    g. Does the coordinator have the respect of the students in the cooperative program?
    h. Is the classroom space adequate for the program?
    i. Is there a variety of equipment available for classroom use?
    j. Has adequate provision been made for counseling time for the coordinator?
    k. Is COE an integral part of the school curriculum?
    l. Are the peculiar needs of COE considered in the planning of class schedules?
    m. Has provision been made for co-curricular activities for the COE students?
    n. Are adequate library facilities provided?
    o. Do representatives of the school administration visit COE classes and training stations?
2. Job Stations
    a. Are cooperating employers "educated" as to the purposes of COE?
    b. Are job stations selected on the basis of their ability to provide well-rounded experiences and learning situations?
    c. Is employment continuous?
    d. Does the job station conform to state regulations?
    e. Are all students enrolled in the COE program employed?
    f. Are students rotated on the job?
    g. Variety of job stations: variety of business firms? variety of types of business firms? variety of jobs?
    h. Is a job analysis made of each student's job to be used as a basis of individual instruction?

3. Selection of Students
    a. Are the personal school records used in the selection of students for the program?
    b. Are prospective COE students counseled with regard to their interests and abilities?
4. Instruction
    a. Does the instructor/coordinator employ a variety of teaching methods and techniques?
    b. Does the instructor/coordinator prepare lesson plans?
    c. Are community resources used?
    d. Is individual attention give to students?
    f. Does the coordinator keep records concerning the important phases of the student's school and work experiences?
    g. Is remedial instruction given to the students?
    h. Do students assist in planning activities?
    i. Are adequate and up-to-date curriculum materials available?
    j. Are business periodicals available?
    k. Are texts and supplementary books available?
    l. Is classwork related to job experiences?
    m. Does the coordinator use the school records to help recognize individual differences?
    n. Do the students participate in the evaluation process?
    o. Do standards in the classroom compare with standards on the job?
    p. Has provision been made for club activity within the class period?
5. Coordination
    a. Does the school schedule provide for time for coordination?
    b. Is coordination time used for coordination?
    c. Does the coordinator plan the coordination time?
    d. Does the coordinator visit job stations regularly?
    e. Does the coordinator contact management and the immediate supervisor to learn of the student's progress?
    f. Does the coordinator observe the student on the job?
    g. Does the coordinator prepare a record of his daily activities?
    h. Does the coordinator report periodically to the school principal and superintendent?
    i. Is an annual report made to the school administration?
    j. Is there an evaluative device for the use of the employer?

6. Follow-up
    a. Is a record kept of graduates?
    b. Is there an organized system of follow-up?
    c. Is the program adjusted as a result of follow-up findings?
    d. Do former students counsel with the coordinator?
    e. Has provision been made for full-time placement of students after graduation?
7. Public Relations
    a. Are members of the faculty well informed?
    b. Is the program planned to inform the teachers and the student body?
    c. Is the guidance department informed?
    d. Is the program respected in the community?
    e. Is the community kept informed of the activities of the program?
    f. Does the coordinator discuss the program in prevocational classes so that students can make long-range plans?
    g. Does the coordinator counsel with other business education teachers about prospective COE students?
    h. Are the parents of prospective COE students informed?
    i. Do representatives of the school administration and other faculty members accompany the coordinator on visits to job stations?
    j. Are community surveys made?
    k. Does the coordinator pass along information of interest and value to the school and other faculty members?
    l. Are employer appreciation dinners a planned program activity?
8. Preparation of a rating sheet
    The rating sheet used in the evaluation may be of several types. These are:
    a. A "yes" or "no" to questions similar to those listed above--with little or no provision for further evaluation.
    b. A "weighted" designation with provision for a more detailed analysis-based on principles that evolve from the factors (questions) listed above. This appears to be the most comprehensive (and perhaps reliable) form.
9. Procedures and methods used
    The following procedures and methods may be used with the use of rating sheets similar to those mentioned above:

a. The rating sheet is published and furnished to the local coordinator (or school administrator) to be used informally as a "checklist."
b. The rating sheet is furnished to the coordinator to be used by him as an evaluating device. This is a more detailed form and provides an elementary method of evaluating the information obtained from the use of the "checklist."
c. The rating sheet is furnished to the school administration together with a suggested plan of evaluation. Usually one or more committees are formed. Thus this method becomes a "team" project. The State Supervisor may participate actively in this type of evaluation.

Note: Bulletin #4, PROGRAM EVALUATIVE CRITERIA for COE, a Checklist for Organizing Evaluation Evidences, is available from the Business & Office Education Service

APPENDIX A

SAMPLE COOPERATIVE OFFICE EDUCATION PROGRAM AGREEMENT

Name of Firm ______________________________ Date __________

Address ______________________________ Phone No. ____________

Job Title ____________________ Working Hrs. ___to___Per Hr. ___

Name of Employer ____________________________ Title __________

Name of Supervisor* ____________________________ Title __________

Date of Beginning part-time Work _________Termination Date _____

Name of Student ________________________ Date of Birth ______

In order to carry on a Cooperative Office Education program, it is advisable that all parties concerned agree to the following:

The business establishment will place the Cooperative Office Education student on the above named job for the purpose of providing occupational orientation and will give work of instructional value.

The term of employment under Cooperative Office Education is for the school year only to which this agreement applies.

The Cooperative Office Education student will receive the same consideration given regular employees in regard to safety, health, social security, general working conditions, and other regulations of the firm.

The wage rate to be paid the trainee by the employer will be comparable to that paid beginning workers doing similar work, or will conform to the policies of the organization concerning part-time employment. As the quality of the trainees' work improves and the responsibilities are increased, it is desirable that provision be made for small periodical raises.

The employer or supervisor agrees to confer with the coordinator and furnish whatever reports are necessary.

The Cooperative Office Education student agrees to conform to the regulations set forth by the coordinator and employer, to be punctual, and to notify the employer and coordinator in advance in case of absence from his job.

A student absent from school shall be considered absent from work. Any student violating this provision shall be considered truant.

Parents (or guardians) will assume responsibility over any conduct and safety of the student from the time he leaves school until he reports to his job; likewise, from the time he leaves his job until his arrival at home.

The coordinator shall endeavor to adjust all complaints with the cooperation of all parties concerned, and shall have the authority to transfer or withdraw a student at any time. This contract cannot be terminated without the knowledge of all parties concerned.

____________________ Teacher-Coordinator	____________________ Employer
____________________ Parent or Guardian	____________________ Cooperative Off. Ed. Student

____

ADDITIONAL SUGGESTIONS FOR SAMPLE AGREEMENT

The local coordinator may want to make provision for some of the following situations in the program agreement.

1. New situations not covered in the established schedule should be referred to the teacher-coordinator.
2. Local business conditions may necessitate making a provision for periodic lay-offs.
3. Supervision by the coordinator is limited to school days only.

APPENDIX B

STUDENT'S WEEKLY WORK REPORT

Name of Student ______________________________

Name of Firm ______________________________

Address of Firm ______________________________

Supervisor ____________________ Title __________

Report date: From _____ To _____ Six Week Period __________

Day of Week	Hours Worked	* Wages
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
	Total Hours	Total Wages

Student comments about job conditions and duties performed

____

____

____

Date: ______________ Student ______________
(Please sign)

* Before tax deductions

APPENDIX C

(PLEASE CIRCLE THE NUMERICAL RATING)

PRODUCTION ABILITY

Quantity of work	10	9	8	7	6	5	4	3	2	1
	Output of work is exceptional; fast worker.		Output is above average--generally error free.		Output is comparable to the average worker.		Output is below average; often wastes time.		Output is unsatisfactory.	

Quality of work	4	3	2	1	10	9	8	7	6	5
	Work is occasionally unacceptable because of errors.		Work usually unacceptable; below office standards.		Quality very high; nearly always free of error.		Quality above average; usually free of error.		Quality compares favorably with the beginning office worker.	

DEPENDABILITY

Punctuality and attendance	8	7	6	5	4	3	2	1	10	9
	Seldom late with work assignments attendance nearly perfect.		Seldom late with work assignments; but often late or absent from work.		Frequently late with work assignments; often late or absent from work.		Habitually late with work assignments and lax in attendance; undependable.		Work is always completed on time; perfect or nearly perfect attendance.	

Loyalty	2	1	10	9	8	7	6	5	4	3
	Disloyalty fairly obvious; often complains about work conditions.		Displays unusual loyalty to the firm; interested in work; can keep confidences.		Loyal; seems interested in work and the success of the department or firm.		Does what is expected during working hours--but displays little interest in work.		Loyalty to the firm or department is questionable; not given complete trust.	

PERSONALITY

Personal appearance	6	5	4	3	2	1	10	9	8	7
	Generally neat and clean; sometimes negligent; dresses acceptably; unimpressive.		Slovenly in dress; sometimes negligent; offensive; needs counsel and advice.				Extremely tidy and clean; always clothed in good taste.		Usually neat and clean; usually dresses in good taste.	

Human Relations	10	9	8	7	6	5	4	3	2	1
	Works well with others; exceptionally tactfull and courteous; accepts authority.		More than average tact; considerate of others; pleasant disposition; accepts authority.		Ordinarily tactful; has little or no difficulty working with others; accepts authority.		Frequently says or does the "wrong thing" does not get along well with others; resists authority.		Tactless; rude and abrupt to others; hostile; will not accept authority.	

RATED BY: ______________________ POSITION: ______________________ DATE: ______________________

COE 11/9/65

(List special comments on back)

APPENDIX D

MINOR AGREEMENT

ORIGINAL-MINOR
COPY ON FILE

DATE ____________________

WE, ____

HAVE EMPLOYED ____,

A MINOR WHO IS UNDER 21 YEARS OF AGE AND AGREE THAT SAID MINOR SHALL BE PAID AT THE RATE OF $_____ PER HOUR, OR $_____ PER WEEK, FOR ______ HOURS PER WEEK. WE ALSO HAVE ON FILE WORKING CERTIFICATES FOR SAID MINOR IF UNDER 18.

____
(minor)

____
(Owner or Official)

APPENDIX E

POTENTIAL BENEFITS OF COOPERATIVE PROGRAMS

If a cooperative program is successful, it should benefit the student, the school, the cooperating businesses, and the community. In initiating or explaning a program, the coordinator should have such benefits in mind when discussing work stations with potential participants. Some of the benefits to be gained are:

By the students

1. The opportunity to see the office in operation and to know at first hand the qualities necessary for a satisfctory experience in the office.
2. The opportunity to make the necessary social adjustments before he is on his first full-time job.
3. The opportunity to get a variety of work experience as a means of self-guidance towards better vocational choice, thus probably reducing later job separations.
4. The possibility of staying on as a full-time employee after graduation.
5. The opportunity to get work experience, which will help him in getting his first full-time job if he does not remain in his co-op job.
6. The motivation which comes from working while he is studying.
7. The opportunity to remain in school until graduation if financing his high school education is difficult. (Financial self-help is built into his program.)

By the coordinator and the school

1. The opportunity, through close contacts with business, to know the up-to-date procedures used and the demands of business, thus making it possible to keep the curriculum and the instruction up to date.
2. The opportunity for good public relations with business and the community through their understanding of the school.

3. The provision for instruction on the job of those things better taught on the job than in school, thus freeing instructional time in school for other purposes.

4. Creating more interest on the part of the students and thus improving the holding power of the school.

5. Provision of individual differences among the students through varied job assignments.

6. Improving the opportunities of the guidance counselors to know the types of jobs available to high school graduates and the qualifications needed.

7. Creating interest through the advisory committee in the needs of the school.

By the cooperating businessmen, other business men, and the community

1. The assistance of the school (through the coordinator) in training students on their first jobs, thus creating a pool of workers when the need for them arises. Cooperating employers may wish to retain the trainees as full time workers; other employers will have the advantage of a pool of trained workers.

2. An opportunity to serve the community through participation in the education of students.

3. Employing workers in a learning situation while they are at an age when they learn more rapidly and readily.

4. Having instruction in the school relate to current practices and procedures used in business.

5. The school assumes the major burden of training, thus relieving the business of training problems and expense.

6. Improved education and guidance for the youth in the community and improved opportunities for employment for those in the cooperative program.

APPENDIX F

COOPERATIVE OFFICE EDUCATION TERMS NOT OF COMMON KNOWLEDGE[1]

Many of the terms used by persons active in cooperative office education are not in common usage in the other areas of business education. Even among those closely associated with this special area, there is a tendency to use some expressions interchangeably. Therefore, it is important that these terms be clearly defined.

Cooperative office education

The definition of cooperative office education published in a pamphlet prepared by the Ohio Division of Vocational Education for distribution to businessmen was chosen for this study.

> Cooperative Office Education is a terminal course during the senior year in the public high schools of Ohio. It emphasizes the individual skills, knowledges, and attitudes in the stenographic, clerical, and bookkeeping areas. The object of this course is to graduate an office worker already adjusted to the business world. The student goes to school one-half time and works on the job one-half time with teacher-employer supervision. The teacher coordinates the out-of-school work with the in-school classwork to enable the student to become a qualified, efficient office employee.[2]

Teacher-coordinator

The teacher-coordinator is the teacher assigned to supervise the cooperative office education program in the high school. The wide range of duties performed by this highly specialized instructor is defined in a trial report published by the Ohio Division of Vocational Education.

> A coordinator is an individual employed by the local school to supervise, teach, and correlate the related instruction and work experiences of cooperative trainees. It is his responsibility to promote interest in the program, develop training plans, organize related-

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[1] Robert Thomas Addison, "Evaluative Criteria for Cooperative Office Education Programs in Ohio." Unpublished Master's thesis, The Ohio State University, 1960.

[2] You and the School...Mr. Businessman (Columbus, Ohio: 1959). Division of Vocational Education, State Department of Education.

> subjects classes, develop and organize instructional materials, place eligible students in qualified employment training situations, and follow up the trainees on their jobs. As a teacher-coordinator, he is also responsible for supervising, and/or teaching the related subjects.[3]

The terms, instructor-coordinator, or coordinator, are also used to describe the teacher responsible for the administration of this program.

Related subjects

Related subjects are those subjects that are closely related to the trainees' job activities. For example, a cooperative student may schedule a class in advanced shorthand apart from the cooperative office education class. This class may be taught by the teacher-coordinator, or may be under the direction of another business education teacher.

Work station

A work station is the company selected by the teacher-coordinator to participate in the training of the student. The work station should provide a range of learning situations that are within the abilities of the trainee. The participating company is sometimes called the work-training station. The importance of the selection of a good work-training station is corroborated by Andrews and Crumley.

> The work-training station should give the student learner an opportunity to develop techniques and understandings that will be of benefit to him whether or not he continues working in this area. Work-training stations that afford only simple repetitive tasks are to be avoided unless they happen to fit the special abilities of students.[4]

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[3] Cooperative Office Education: Suggested Procedures for Organizing, Conducting, Coordinating, Instructing (Trial Report). 1959, Columbus, Division of Vocational Education, State Department of Education, p. 10.

[4] Margaret Andrews and Marguerite Crumley, "Cooperative Business Education Programs," The Clerical Program in Business Education, American Business Education Yearbook, Vol. XVI (Somerville, New Jersey: Somerset Press, 1959), p. 338.

Job station

The job station is the office work assignment within the work station. The nature of the work may be stenographic, bookkeeping, or general clerical, and the student learner is under the direct supervision of a full-time employee.

Rotating on-the-job

"Rotating on-the-job" is an expression often used to refer to the practice of periodically changing the job station within the work station to broaden the learning experience of the student-trainee.

Continuous employment

For the purposes of this study, continuous employment means that the student is employed continuously during his participation in the cooperative program during the school year.

Advisory committee

An advisory committee is a group of businessmen who assist the school and the coordinator with the development and operation of the local program. The members of the committee are usually appointed by the local superintendent of schools. The teacher-coordinator is always a member of this committee and is primarily responsible for guiding its activities.

APPENDIX G

SCHEDULE OF DUTIES OF THE COORDINATOR

After a program has been established, there are many activities that must be engaged in if it is to be maintained and improved. To be sure that nothing is overlooked and that all deadlines are met, the coordinator should prepare a tentative schedule of activities for the year. Many of the suggestions in the following illustrative schedule are adapted from Cooperative Education by Ralph E. Mason and Peter G. Haines, published by the Interstate Printers and Publishers, Danville, Illinois, in 1965--a book that would be an invaluable reference for the coordinator.

June
- Prepare annual reports for local administration, advisory committee, and State Department of Education.
- Check on ensuing year's trainees if any have been placed in summer jobs.
- Clean and up-date instructional and administrative files.
- Improve teaching outlines.
- Order new instructional materials and supplies.
- Order new equipment or replacements of old equipment.

August
- Attend coordinators' conference if one is held in your state.
- Re-check work and job stations with which contacts were made in the spring.
- Establish additional job stations if needed.
- Start student-learner interviews and placements.
- Check on new instructional materials and physical arrangements.

September
- Hold orientation meeting for student-learners (that is, the COE students).
- Start related classroom instruction.
- Complete student-learner placements.
- Start visits to work- and job-stations and individual conferences with students following them. These continue through the year.
- Hold advisory committee meeting; plan an interesting meeting and present a progress report.
- Initiate the youth club program.

October	-Participate in National Secretaries Association activities. -Participate in Education Week activities. -Participate in area youth club activities.
November	-Recognize specific instructional needs of student-learners. (This will have started earlier and will continue; but if there are difficulties, especial attention should be given to them.) -Speak about cooperative programs before service/civic groups. (The program of publicity and attention to public relations will, of course, have been continuous throughout the year.)
December	-See that the first steps toward career objectives of the students are being satisfied. (The plan of each student should include several steps that he should take during the year, several different types of work that he should do so that his learning will be continuous.) -Attend annual convention of American Vocational Association. -Attend annual convention of the North-Central Business Education Association, a section of the National Business Education Association.
January	-Give report to cooperating employers. -Work-station visitations to check on effectiveness of student-learner placements. If any adjustments must be made, they should be made before the end of the semester.
February	-Start planning for employer appreciation dinner. This will be a class project, but the students need guidance.
March	-Disseminate student guidance information looking toward next year's group of COE students. -Prepare news release on cooperative programs. -Visit home rooms and assemblies. -Arrange for supplementary testing of prospective COE students if needed. -Interview prospective students. -Assist in class scheduling.

April-May	-Review physical facility needs for the coming year. -Review instructional material needs; place requisitions. -If a short orientation course is offered to students selected for the following year, teach it. -Hold employer appreciation dinner. -Follow up last year's graduates. -Plan Education Week activities.
June	-Go back to the beginning; improve your tentative schedule for next year in the light of your experiences this year.

Each coordinator should make his own schedule of events; the preceding is indicative of some of the things that might appear on that schedule.

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